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NOTES.

DR. GILMAN'S retirement from the presidency of the Johns Hopkins University is naturally drawing fresh attention to the eminent services he rendered the cause of higher education during the twenty-five years that have now elapsed since the opening of that institution, with himself as its organizer and administrative head. For to him, as much as to any one man, American universities owe both the liberality and the breadth which characterizes their present life, as opposed to the cramped methods of former times. And, so far as the Southern States are concerned, one might almost say that their educational history for the past quarter of a century has been largely that of the Johns Hopkins University. It is rare, indeed, to find at the South any college of note whose faculty has not been drawn largely from Baltimore, to say nothing of the impetus given everywhere to original research and to the publication of the results of such investigations. Nor is this all. Opening its doors on Washington's birthday, and in the year which saw the celebration of the centennial anniversary of American Independence, the Johns Hopkins University, under Dr. Gilman's catholic direction, has stood for a renewed national spirit in room of the factional, sectional bigotry of the past; and its geographical situation has unquestionably been highly favorable to the realization of its ideals along these lines. In Maryland, the mark or border between the North and the South, young men from all sections have met and learned one another as never before, and in this respect the Johns Hopkins University must ever be looked upon as a great pacificator. That Dr. Gilman has always directed this generous current of good feeling is a fact indelibly stamped on the career of the institution with which his name will always be associated. And now that advancing years have finally caused him to lay down his armor, the republic of the United States, no less than the republic of letters, may well express its grateful appreciation of his inestimable services, and at the same time felicitate him upon his well-earned rest.

B. J. R.

“The Old New York Frontier” is the title of a volume by Francis W. Halsey (Charles Scribner’s Sons, 1901), copiously illustrated and well worth reading. It describes the woes of the inhabitants of the Susquehanna Valley with the Indians and Tories, and also contains an account of the missionary schools. One can scarcely help wondering how Mr. Halsey, the busy literary editor of a metropolitan journal, has found the time to go through the historical material necessary to write such a volume.

“The Diplomatic History of the Southern Confederacy,” by Dr. James M. Callahan (Baltimore, the Johns Hopkins Press, 1901), is a highly creditable piece of work, and one, too, that can scarcely fail to add to the reputation its author has already won in the field of international relations. Dr. Callahan has made a careful study of the Confederate diplomatic correspondence, now preserved in manuscript in the United States Treasury Department, and throws a flood of light on the various efforts of the government at Richmond to obtain foreign recognition and support. Other chapters are devoted to a description of Southern finances; the missions of Yancey, Rost, Mann, and Mason and Slidell; the expected intervention of England; the duplicity of Napoleon in regard to the projected Confederate navy; Confederate operations from Canada; and the forlorn hope which sent Duncan F. Kenner to Europe toward the close of the war. Dr. Callahan writes in a pleasing style, and his volume is remarkably free from prejudice and bigotry.

The publications of the Modern Language Association of America, under the editorship of Prof. James W. Bright, of the Johns Hopkins University, have been steadily growing in value, and are now devoted almost as much to literary investigation and discussion as to philological. The two numbers thus far appeared for 1901, contain excellent examples of both interests, which need not be opposed, but should be allied. The address of the President of the Association, Prof.

Thomas R. Price, of Columbia University, on "The New Function of Modern Language Teaching," is in answer to the question "if the wide substitution of the modern languages [English, French, and German] for Greek, as obligatory study [in the college course], has resulted in all the good, and just the good, that we hoped." In the immediate past it was "the influence of Greek literature upon the student mind" that, "acting through Coleridge and Shelley, through Tennyson and Arnold, and Swinburne and Browning, gave form and charm to the literature on which our century was nourished." The weight of responsibility upon the teachers of these modern languages and literature demands that there be no diminution with our students in the sense for literary form.

Two articles on "Titus Andronicus," by Mr. Fuller and Prof. Baker, of Harvard, determine definitely the sources of the play, its relations to the German version of 1620, and the Dutch one of 1641, and comes to the conclusion that the play we have is certainly Shakespeare's, and belongs approximately to the year 1594. This is a date distinctly later than the old "pre-Shakespearean" classification. Other papers are "The Problematic Hero in German Fiction," by Dr. Faust, of Wesleyan; "Lessing's Treatment of the Story of the Ring [in *Nathan der Weise*] and Its Teaching," by Prof. Carruth, of Kansas; "The Prison Scene in Goethe's 'Faust'" by Prof. Hatfield, of Northwestern; and "The Home of [the Old Saxon poem of] the 'Heliand,'" by Prof. Collitz, of Bryn Mawr. A splendid example of a painstaking philological investigation is a paper (220 pages in length) on "The Appositive Participle in Anglo-Saxon," by Prof. Morgan Callaway, of the University of Texas.

Another recent Shakespeare investigation is a Harvard doctor dissertation, by Prof. Ashley H. Thorndike, of Western Reserve, on "The Influence of Beaumont and Fletcher on Shakespeare." That Shakespeare's earliest dramatic work was written under the influence of the leading playwrights then at court is well known. Lyly's influence was felt in "Love's Labors Lost;" probably Greene's in "Two

Gentlemen of Verona;" Marlowe's certainly in "Richard III." and "Richard II.," and probably in the earlier historical plays; and Kyd's in "Titus Andronicus." Later in his career, too, Shakespeare seems to have collaborated with others in plays like "Taming of the Shrew," "Timon of Athens," and "Pericles," either by making use of the material of others or by handing his own material over to them to use.

Prof. Thorndike's theory is that between 1601 and 1611 "Beaumont and Fletcher created a new dramatic form, the heroic romance;" that Shakespeare about the same time made a remarkable change in his manner, from "tragedies" to "romances;" that "six of the Beaumont-Fletcher romances were probably written by the time Shakespeare had produced three;" that "'Philaster' [the earliest of the six] seemed probably earlier than 'Cymbeline' [the earliest of Shakespeare's three]," and to have influenced the latter; that Shakespeare and Fletcher certainly collaborated on two or three plays, and hence relations existed between them; that "Shakespeare wrote plays with a keen eye for theatrical success, and that he was as ready as any of his fellow-dramatists to follow current fashions and to receive suggestions from his contemporaries." The conclusions reached, therefore, are: "First, that Shakespeare's change from tragedies to romances is to be accounted for by the contemporaneous productions of the Beaumont-Fletcher romances; and secondly, that these latter definitely influenced 'Cymbeline,' 'A Winter's Tale,' and 'The Tempest.'"

Prof. Thorndike's conclusions cannot be brought beyond the limits of "probability;" but whether they be accepted in all details, of which there may be some doubt, or not, certainly the relations between Shakespeare and Fletcher, and the influence of one upon the other, have been put in a clearer light than ever before, and point the way for new studies and developments. In the written style of the thesis there is some needless repetition and heaviness.

Revival of interest in the Elizabethan drama has been a

marked accompaniment of the English courses in our universities and colleges in recent years. More and more students go from our colleges enthusiasts over the glories of the Elizabethan epoch. Less frequent, however, has been the presentation of an old play by a set of college players. This has just been done through the efforts of Prof. Will D. Howe, a Harvard graduate, and his English classes in Butler College, when "The Shoemaker's Holiday, or a Pleasant Comedy of the Gentle Craft," by Thomas Dekker, first acted before Queen Elizabeth in 1599, was reproduced in complete antique staging and setting on June 13, in Indianapolis, at the English Theater. The enthusiasm that prompted the undertaking, the fine public spirit of the patronesses and good people of Indianapolis and neighboring towns that urged its execution and secured for it the necessary stage and musical training, and the distinct success of the reproduction, are deserving of the highest commendation. There have been many signs of the fostering and creation of a true literary drama in America, together with the revival in other poetic forms. Enthusiasm over the finer productions of our classic age of English drama cannot but help this.

A special cheap edition of the well-known "Future of the American Negro," by Booker T. Washington, published originally in 1899, has been printed (Small, Maynard & Co., 1901) for the Trustees of the Slater Fund for more general distribution. "The Trustees hope that the reading of the book will create among the colored race a desire to follow the advice of Mr. Booker T. Washington, so clearly set forth in his writings, and that the suggestions which it contains may receive the thoughtful consideration of the legislators of the South."

A work in a like direction is one of the Atlanta University publications on "The College-Bred Negro," a social study, by W. E. B. DuBois, Ph.D. (25 cents). Some of the subjects treated are: The Negro Colleges, their curricula, their number of graduates, the birthplace and early

training of these graduates, the education of women, the family, occupations, the work of teachers, group leadership, political activity, ownership of property, and the mortality of graduates. The nature of the work is statistical, in the form of tabulated statements and answers to questions put, and there is much interesting information gathered, whatever the conclusions to be drawn from it. That they are prevailingly hopeful and encouraging seems to admit of little doubt. This is the bright side.

The dark side of the question is presented in a stout volume on "The American Negro (The Macmillan Company) by William Hannibal Thomas. It is a dismal picture Mr. Thomas presents, and one that was largely true twenty and twenty-five years ago. How far is it prevailingly true to-day? How far have the masses been moved and impelled by the lessons and, better still, by living examples, from the work of the Tuskegee Institute and others? It is well to look carefully on every face of a problem. Only thus may one act more intelligently toward social betterment. The more one studies these problems the greater wisdom, discretion, patience, and above all practical human and Christian spirit, one sees, is demanded.

Three recent memorial addresses, worthy of notice, lie on our table: "The Life and Character of Robert E. Lee," by William E. Cameron, of Petersburg, Va., delivered on the occasion of Gen. Lee's birthday, January 19, 1901; an address by J. P. Blair, of the New Orleans bar, before the Louisiana Bar Association on John Marshall Day, February 4, 1901; and a sketch of the late Charles Scott Venable, Professor of Mathematics in the University of Virginia from 1865 to 1900, by Prof. William M. Thornton.